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NATIONAL SECURITY COUNCIL

WASHINGTON, D.C. 20506

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August 31, 1972

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CIA Hq Bldg 6E18  
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I read your article on the need for a change of approach and enjoyed it very much. At least three other major changes have occurred since World War II which affect the community:

- Post war growth has finally collided with budgets and the need for tradeoffs in resource allocation are now more important.
- The organization has grown to accomplish its mission, but now has a complex, compartmented structure ill-equipped for the responsiveness required to tighten the budget belt at no loss in performance and to change intelligence orientation.
- The U.S. no longer enjoys the great dominance in economics and politics it had in the past (you pointed out the end of military dominance).

Attached is a copy of my training memorandum for your information.

Best

*George E. Pickett*

GEORGE PICKETT

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NSC review(s) completed.

CLASSIFIED BY *Her Marshall*  
SUBJECT TO GENERAL DECLASSIFICATION  
SCHEDULE OF EXECUTIVE ORDER 11652

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YEAR INTERVALS AND DECLASSIFIED ON DEC. 31, 1978

MEMORANDUM FOR RECORD

FOR MR. A. W. MARSHALL

SUBJECT: Personnel Management (Training)

Training is critical in my opinion because of the closed character of the community. While some personnel are brought into agencies laterally, by far the majority are recruited at the bottom and advance to the top over several decades. Since there are no firm absolute performance measures, advancement is based on many subjective criteria which may or may not be relevant to the quality of the community's output. This problem, which is common to every governmental agency, leads people to perform in accordance with how they are directed and what they perceive as rewarding behavior. Training is one way to give them direction.

Present training activities have several problems. I sense that, despite protests to the contrary, they have low status in their organizations. Their functions seem peripheral to the major jobs of the community (collection, processing, dissemination). Their organizational and physical separation from other elements isolates them from effective interactions which would make training more sensitive to the needs of the intelligence discipline. There is an assumption that educated people do not need to be taught how to analyze; although they are exposed to several mechanical tools (e.g., statistics, ADP), frameworks for thought are largely ignored. Training for specialists (e.g., imagery interpreters, intercept operators) is probably more sophisticated because the field is mechanical in nature and the lack of knowledge in the skill is widely accepted.

At least in analytic, and possibly in management, training education is apparently not reinforced on the job. While mechanical skills such as knowledge of the community's structure and procedures receive rewards, education in using different analytic methods or in producing different types of products probably is lost in the continuous effort to present products of a standard design. If this were not so, I would expect to see more variety in the community's outputs--more speculative products, more aggressive pursuit of problems, and more open attempts to exchange views.

The training issue requires more thorough investigation, which I intend to pursue in the future. Presently my concerns and thoughts can be expressed in a few comments:

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--Analysts are not being taught different intellectual approaches to problem solving, such as organizational behavior and psychological analysis.

--Analysts also need to be trained to understand their actions in the risky, uncertain situation of having to predict the future, or explain the past, based upon fragmentary data. (Risk aversion is a key problem in perceptive analysis) Management must develop an appreciation for managing individuals in such uncertain environments.

--What analysts (and everyone else for that matter) are taught about their role in intelligence is critical. While training undoubtedly teaches them to view themselves as professionals, I wonder if it places sufficient emphasis on the need to provide a service, to be aggressive in problem solving, to coordinate collection, processing and production, and to realize that intelligence and policy cannot be clearly separated.

--Training elements should be leading the community in disseminating knowledge and improvements, not tailing it. They should have a role in researching new techniques for analysis and presentation and in conducting product reviews.

--Study needs to be performed on both what the analyst does in an intellectual sense and what he does in a psychological sense.

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